STATE CENTER COMMUNITY COLLEGE DISTRICT
BAKER

DEFINITION
Under direction, prepares, bakes and/or cooks, packages and serves hot and cold menu items in large quantities according to governmental and nutritional guidelines, and maintains kitchen facilities and equipment in a clean and sanitary condition.

DISTINGUISHING CHARACTERISTICS
This classification performs food preparation duties in accordance with clearly defined instructions or established procedures. This classification requires lead responsibilities. This position differs from lower levels by the responsibility for activities, work being less closely supervised and less routine in nature.

EXAMPLES OF DUTIES
Duties include:

- Reviewing menu, gathering ingredients according to recipes, preparing per directions, combining together and baking and cooking appropriately, assisting in the ordering of supplies as needed, checking in deliveries of supplies, decorating and arranging foods in an attractive manner. Assigns and reviews the work of other employees and students assigned to the department. May perform other related duties as needed

EMPLOYMENT STANDARDS

Education:

- Formal or informal education equivalent to completion of the twelfth grade.

Licenses/Certificates:

- Valid Driver’s License is required.

Experience:

- Experience in large quantity food preparation and baking in a public or commercial establishment.

Knowledge:

- Knowledge of sanitation and safety methods and procedures such as sanitizing pans, utensils, equipment and preparation areas; as well as large-scale preparation, handling, and serving foods to a variety of customers.

- Knowledge of common food service machines used in baking breads, pies, cakes, and other related items.

- Knowledge of food preparation techniques in order to prepare visually attractive meals.
• Knowledge of food storage techniques and rotation of perishable foods.
• Knowledge of basic math, measurements, and weights.

Skills:
• Skill to use measuring devices in order to adjust food quantities and/or alter recipes.
• Skill to evaluate appearance and taste of baked and cooked foods.
• Skill to safely and effectively use institutional kitchen machinery, appliances, equipment, and utensils.
• Skill to employ simple mathematical techniques in order to calculate quantities of ingredients.
• Skill to keep simple written and numerical records.
• Skill to rapidly learn and acquire skills in areas and technologies not previously assigned as it relates to the food service field.
• Skill to prioritize workload and conflicting demands.
• Skill to interpret and apply college and district policies and procedures.
• Skill to assign, monitor, and review the work of others.
• Skill to appropriately interact with students, staff, faculty and public.
• Skill to receive and follow instructions in order to build and maintain effective working relationships.

Abilities:
• Ability to operate computers and their peripherals.
• Ability to use current common software applications in order to accurately enter and retrieve data.
• Ability to lift and carry moderately heavy pans of baked and cooked foods using a cart as appropriate.
• Ability to maintain consistent, punctual and regular attendance.

Working conditions which may occur:
• Work inside protected from the weather.
• Noise exposure under 65 decibels, roughly that of a normal conversation or a ringing telephone.
• May work alone – physically isolated from others.
• Some overtime and/or schedule changes may occur.
• Heat exposure relating to kitchen appliances and machinery.
• May be required to travel to sites other than assigned location.
Examples of physical ability requirements necessary to perform the above job duties:

- Have coordinated, precise movement of the fingers of one or both hands to perform tasks such as whipping ingredients or kneading bread. (Finger Dexterity)
- See clearly objects and close surroundings that are 36 inches or closer to perform tasks such as looking at food in the oven or reading recipes. (Near Visual Acuity)
- See clearly objects and close surroundings that are six feet or further away such as being able to see other vehicles while driving. (Far Visual Acuity)
- Distinguish between shades of one color or the difference between two or more colors such as working with different food ingredients. (Color Discrimination)
- Hear and understand human speech in a relatively quiet environment such as hearing someone speak in quiet office or library setting. (Speech Intelligibility in Quiet)
- Hear and understand human speech in a relatively noisy environment such as hearing someone speak to you while in the presence of loud equipment. (Speech Intelligibility in Noise)

Examples of mental ability requirements necessary to perform the above job duties:

- Listen to and understand information and ideas presented through spoken words and sentences. (Oral Comprehension)
- Come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem. (Originality)
- Arrange things or actions in a certain order or pattern, according to a specific rule or set of rules such as patterns of numbers, letters, words, or pictures. (Information Ordering)
- Identify or detect a known pattern, such as a figure, object, word, or sound that is hidden in other distracting material. (Flexibility of Closure)
- Generate or use different sets of rules for combining or grouping things in different ways. (Category Flexibility)
- Focus on a single source of sound in the presence of other distracting sounds. (Auditory Attention)
- Quickly make sense of, combine, and organize information into meaningful patterns. (Speed of Closure)
- Concentrate on a task over a period of time without being distracted. (Selective Attention)
- Shift back and forth between two or more activities or sources of information; multi-task to work on different projects simultaneously. (Time sharing)
- Remember information such as words, numbers, pictures, and procedures. (Memorization)
- Clearly communicate information and ideas through spoken words so others will understand. (Oral Expression)
- Identify and understand the speech of another person. (Speech Recognition)
- Recognize when something is wrong or is likely to go wrong. (Problem Sensitivity)
- Combine pieces of information to form general rules or conclusions such as finding a relationship among seemingly unrelated events. (Inductive Reasoning)
- Apply general rule, a premise, which is known to be true to specific problems to produce answers that make sense. (Deductive Reasoning)
- Read and understand information and ideas presented in writing. (Written Comprehension)
- Communicate information and ideas in writing so others will understand. (Written Expression)